

Clifford Boal.

THE COLLEGIATE HERMES

INAUGURAL NUMBER
Published by the Students of the
COLLEGIATE INSTITUTE
SASKATOON

DECEMBER, 1911

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and
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The Collegiate Hermes

Semper Paratus

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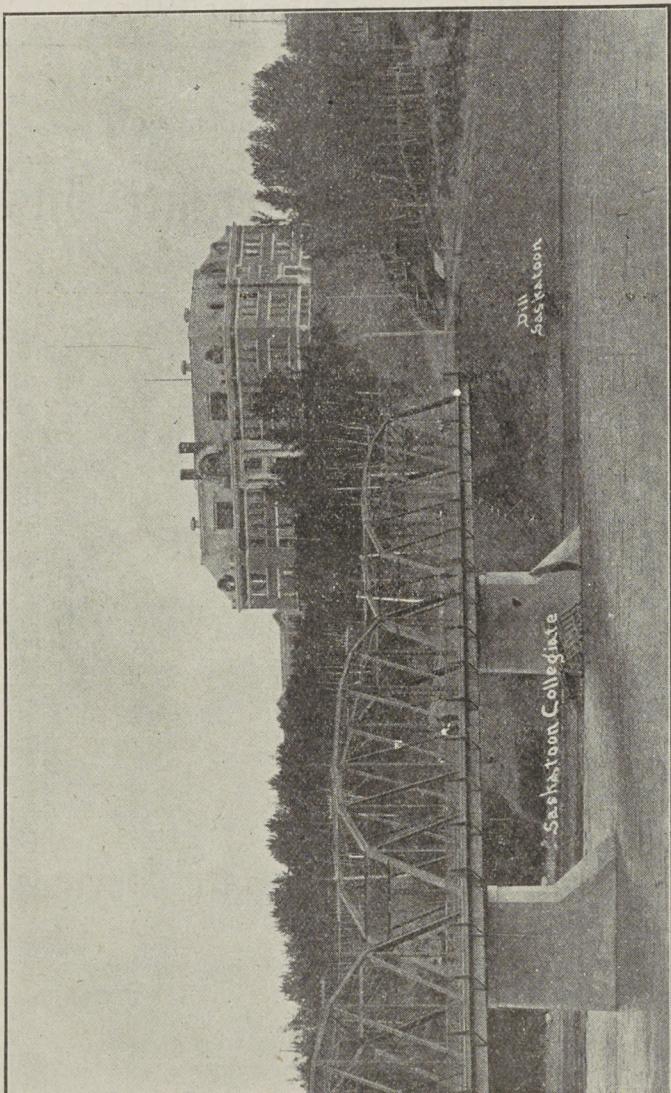
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Dan
Saskatoon

Saskatoon Collegiate

The Collegiate Institute

A RETROSPECT

ON JANUARY First, 1908, Saskatoon High School was organized.

Prior to 1908, although high school work was taught to about thirty students, no extra government grant had been received. After the above date, however, the King Edward school was devoted largely to advanced work, and received official status as a secondary school from the Education Department. Mr. Irvine, Mr. Fleming and Miss Ross constituted the first teaching staff. During the term extending from January 1st to June 30th, 1908, forty-three pupils were enrolled.

On September 1st, 1908, Mr. A. J. Mather was appointed principal with Mr. Fleming and Miss McKenzie as assistant teachers. For two years school was conducted in the Butler-Willoughby block, on the corner of Avenue C and Twentieth Street. Though lodged in unpretentious quarters a marked era of progress set in, over ninety-five per cent of Saskatoon candidates being successful at the departmental examinations.

January 1st, 1909, was the date of the birth of the Collegiate Institute. On the same date Mr. Speers was appointed to the staff as science master. The Board of Trustees were, and still are:—Mr. J. F. Cairns, Chairman; Mr. W. J. Bell, Mr. G. F. Willoughby, Mr. R. W. Shannon, M.A., Dr. C. W. Doran, and Mr. W. P. Bate, Secretary Treasurer. On June 30th 1909, Miss McKenzie and Mr. Fleming left. When school was closed on this date the enrolment of pupils was eighty-one. On the opening of the second term, September 1st, Miss Bennet became teacher

of English and Modern Languages. In October of the same year Mr. Neilson and Mr. Metcalfe were added, the latter as temporary substitute for Mr. Speers. On January first, 1910, Mr. Hedley was appointed mathematical specialist. Before June 30th, 1910, one hundred and thirty-five pupils were enrolled, an increase of sixty-seven per cent. over the enrollment of the previous year.

In September, 1910, part of the present imposing building was used for school purposes. This year saw three additional teachers added to the staff. Mr Edmonds came on September first but owing to ill-health was unable to continue. Until the Christmas vacation his work was taken by Rev. Mr. McIntosh. On the opening of the first term of 1911, Miss Clayton became teacher of English and History. Mr. Brown joined the staff in October, 1910. During the school year from September first, 1910, to September first, 1911, the enrollment was two hundred and nineteen, an increase of sixty-two per cent. for the year. Of the above number seventy-three per cent. were non-resident pupils. This fact speaks well for the reputation of our Collegiate throughout the Province. On June 30th, 1911, Miss Clayton and Mr. Neilson resigned.

When the Collegiate opened for this year's work, on September first, three additional teachers had been appointed to the staff. Mr. Weir and Mr. Anderson came in September and Mr. Asselstine commenced his duties in October. Up to the present time one hundred and ninety students are registered. The total enrollment for the year will not be known

until March, but from present indications it will doubtless be well over the two hundred mark. The names of the present teaching staff, now nine in number, with their respective departments, appear in the front of the *Hermes*.

Five medals are awarded annually to Collegiate Students; the Sutherland Silver Medal for highest standing in the senior form, the Clinkskill Silver Medal for highest standing in the middle form, the McNab Silver Medal for highest standing in the junior form, the Cairns Gold Medal for highest standing in the entire Collegiate, and the Bell Gold Medal for highest standing in the English branches. The above medals are awarded on the results of the July Departmental Examinations. Mr. G. I. Willoughby also gives two medals annually, one for oratory, open only to the boys, the other for elocution, open to the girls.

The record of the Collegiate since its organization three years ago has been remarkable both from the viewpoint of attendance and efficiency of work. The

phenomenal increase in attendance of over 400 per cent. since 1908 is due not only to the high standard of the work accomplished but to the prosecution of a vigorous campaign to secure students from outside points. When it is remembered that over 70 per cent of last year's enrollment—and indications point to this year's enrollment showing a similar proportion—had never attended any public school in Saskatoon, also that the majority of these outside pupils received their previous training in various parts of the English speaking world, the difficulty of classifying and organizing such a heterogeneous aggregation may be better realized. Yet most satisfactory results have been obtained. In its short life the Saskatoon Collegiate has established an enviable reputation by the high percentage of successful pupils and by the number of scholarships won by its students in open competition with all other schools of the Province. In fact, in this respect, it has shown a monopolistic tendency,—*M. K., Form III A.*



Literary Department

Hermes

WHAT SHALL we call it?" This is always an interesting question whether IT be a pup or a ship. In this case IT was our Collegiate Journal.

Hermes, (Roman Mercury) was one of the sons of Zeus, King of Heaven. He was the herald and messenger of the gods and the god of eloquence, being employed when eloquence was required to attain the desired object. Sometimes, also, he acted as the charioteer and cup-bearer to Zeus. As heralds and messengers are generally men of prudence and circumspection, Hermes was the god of prudence and skill in all the relations of social and commercial intercourse; yet when on his travels he was fond of playing mischievous tricks in his dexterous, graceful manner. Owing to this shrewdness, sagacity and skill, he was regarded as the author of a variety of inventions—chief of which were music with the lyre and syrinx, the alphabet, numbers, astronomy, gymnastics and weights and measures. The powers which he possessed himself he conferred on those who enjoyed his favour. Also, as he conducted the dreams sent by Zeus, he had the power to send refreshing sleep or to withhold it.

In his capacity as maker of treaties and promoter of intercourse among men, he was believed to be the maintainer of peace and the patron of travellers. Since commerce is the source of wealth, he was regarded as the god of good fortune and riches, especially of sudden wealth acquired by trade. He was worshipped, too, by herdsmen, shepherds and those gaining their living from the soil.

Hermes was the god of gymnastic games and contests, and was represented as a youth whose limbs were beautifully and harmoniously developed by exercise. His temples and statues were extremely numerous throughout Greece. Among the things sacred to him were the palm tree, the tortoise, the number four, and several kinds of fish. He was represented as using and being aided by a broad-brimmed hat adorned with two small wings at the sides, his herald's staff with its two twining serpents, and the beautiful golden sandals which were also provided with wings.

It is after Hermes, the eloquent and beautiful, the skilful and prudent, the herald of the gods, that we have named our journal. We aim to give our student publication the good qualities the ancient Greeks believed their god to possess, to make the Collegiate Hermes a veritable messenger of interesting information.—
N. Gould, Form III A.

If

(By Rudyard Kipling)

If you can keep your head when all about
you
Are losing theirs and blaming it on you;
If you can trust yourself when all men
doubt you,
But make allowance for their doubting, too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, not talk
too wise;

If you can dream—and not make dreams
your master;
If you can think—and not make thoughts
your aim,
If you can meet with Triumph and Dis-
aster,
And treat those two impostaers just the
same;
If you can bear to hear the truth you've
spoken
Twisted by knaves to make a trap for
fools,
Or watch the things you gave your life
to, broken,
And stock and build 'em up with worn-
out tools;

If you can make one heap of all your
winnings
And risk it on one turn of pitch and toss,
And lose and start again at your be-
ginnings
And never breathe a word about your loss,
If you can force you heart, and nerve and
sinew
To serve your turn long after they are
gone,
And so hold on when there is nothing in
you
Except the will which says to them "Hold
on!"

If you can talk with crowds and keep
your virtue,
Or walk with Kings—nor lose the common
touch,
If neither foes nor loving friends can
hurt you.,
If all men count with you, but none too
much;
If you can fill the unforgiving minute
With sixty second's worth of distance run,
Yours is the earth and everything that's
in it
And—which is more—you'll be a Man, my
Son!

What the Collegiate Does For the Student

'Fundamentum totius reipublicae est
recta juventutis educatio.'—(Cicero)

Admittedly, the Collegiate exists for education, and education, using the word in a specific sense and not including those influences which result from one's environment, has two essential functions. First, there is the humanistic branch, the acquisition of moral, mental and physical power by the individual. Then there is the preparation of the individual for the active work of life and the clear appreciation of personal, social and political duties. This is known as the utilitarian branch.

Now, considering these qualities separately, let us see what the Collegiate does to produce and develop them.

Without a doubt the great aim of education is moral training. Industry and obedience, self-control and respect for law and order, vertebrae in the backbone of Anglo-Saxon people, are developed by the disciplinary life of the Collegiate. Love for the good and the beautiful, the pure and the true, is fostered by having the highest ideals kept constantly in the foreground by the study of the best models in literature and the characters of great men in history.

Mental training stands only second to moral training in importance. The memory is developed, the reasoning powers are stimulated and thought is made logical and consecutive by such studies as modern and classical languages, pure mathematics and history. The sense of beauty and of rhythm, of proportion and of elegance, the most important part of mental training to the Greek, is quickened by the study of literature and art.

Many people are apt to think that cultivation of the mind is the only thing of value obtained within Collegiate walls.

This is not the case with our Institute. We have regular drills and calisthenics which are a part of the curriculum. Athletics in general are under the management of two athletic associations, the boys' and the girls'. The boys' association is responsible for the track team, which for the past two years has won the cup and individual championship on University Field Day. In addition, we have the Hockey, Baseball, Football and Basketball clubs, all well supported by the student body. These associations form an important part of the Collegiate life, and deservedly so, for only from the union of a sound body with a sound mind can the highest success be achieved.

From a utilitarian point of view we are by no means neglected. For those so minded we have a business course which will make them competent stenographers or book-keepers. A good course in book-keeping is obligatory to those studying for a Third Class Teacher's Diploma. The arithmetic taught is the arithmetic of practical life. Physical science too, has a great practical value.

But, to my mind, the most utilitarian of all our Collegiate life is the training given in public speaking. In order to have a government representing the people the will of the people must be known. In order that this be expressed a large measure of public interchange of ideas must be indulged in; not limited to any one class or profession, but representative of the whole. How many reasoning, intelligent men there are who can express their views clearly and concisely in private but the minute that they get on their feet, at a ward or district mass meeting, stammer and break down or from fear of doing so do not speak at all and hence do not do justice to their views. In Athens every man had to plead his own cases in court. Hence, with a nation of orators, the will of

the people was rendered more emphatic than under any other conditions.

"Put what you would have the State into the School," is an old German maxim. To train along these lines we have our Literary and Debating Societies. Numbers of the students are given the opportunity of debating and anyone is free to discuss matters at the Society's meetings.

To apply the famous principle of Comenius "Things that have to be done should be learned by doing them," we have a class in voice culture and public speaking. This class consists of a series of lectures during the winter months on the theory and practice of Public Speaking. You have only to ask one of the members if you wish to find out how practical the training is.

Annually we hold an Elocution and Oratory Contest, for which prizes and medals are given by a member of the school board. This is open to all the students and every year a large number compete, from whom six boys and six girls are chosen to take part in the final.

While the importance of training in Public Speaking can hardly be overestimated, yet unless correct ideas are expressed in a correct form it becomes valueless. Composition, grammar and rhetoric teach the correct form and manner of expression. The comparative study of constitutional history enables us to form correct ideas and broadens our outlook.

All that has been mentioned of Public Speaking has been of its general importance that of training the future citizen and law-maker. Some of us, no doubt, will be barristers, teachers and others, to whom this training will be of special value.

No small part of the collegiate life is the social side. 'Whosoever is delighted in solitude,' said Aristotle, 'is either a wild beast or a god.' Every year a concert

is held which is open to the general public and for which we set a high standard. In addition, we have social evenings for the pupils, and an annual 'At Home,' to the parents of the students and friends of the Institute.

We have a Collegiate here of which we are deservedly proud. But the motto in the Principal's office, 'an ounce of loyalty is worth a pound of genius,' is the keynote of success in school affairs. In order to

get the best out of the Institute we must take full advantage of the different organizations; in order to maintain its prestige and reach to higher things an active co-operation is necessary among the students as well as between the students and the teachers. Every one should feel that he or she has an active part in the affairs of school life and the different societies as well as in the Journal. It is only by this feeling that we can do our best as a whole.
—D. J. C., Form IV.



Editorial

Our Aim

IN THE inaugural number of the Collegiate Hermes it may not be amiss to state the aims of those who established our student publication.

To serve as the medium for the communication of ideas of common interest, to gain the good will and support of the residents of Saskatoon and of the Province, to bring us into closer relationship with similar educational institutions throughout Canada—these are our more immediate aims. We extend the hand of fellowship to the other secondary schools of the Dominion and more particularly of Saskatchewan. Our desire is to know these

institutions more intimately, to benefit from their active co-operation in our common labours. Exchanges, suggestions for improvement, constructive criticisms will always be acceptable.

Such co-operation should be mutually beneficial in assisting our schools to perform the work destined for them in the upbuilding of a greater and more united Canada. It is frequently predicted that within twenty years the balance of population of the Dominion will be to the west of the Great Lakes. Foreigners, as well as those of Anglo-Saxon origin, are rapidly settling upon our vast territories. These people must be made true Canadian members of the British Empire

else we shall err in our duty as those to whom the work of education is entrusted. Education must advance apace with a wisely supervised immigration, and if this be possible, let our watchword be "Canada for the World" rather than "Canada for Canadians." The educational system of a progressive country should have its practical bearing; however, our leaders of thought must adapt our system to the end of true, broad culture and aim to avoid any undue tendency towards commercialism. Only in this way can the ideal of true citizenship be attained. To teach the individual "to live completely," to secure the complete and harmonious development of all the faculties, in a word, to make true citizens is our ideal.

Social or class distinctions are less in evidence in the west than are those of racial origin. Canadian citizens frequently describe themselves as French-Canadians, Scotch - Canadians, English - Canadians, German - Canadians, or by other terms denoting compounds of nationality. It is to be hoped that the next generation may see a change in this respect. We shall be useful to the Empire only in so far as we are true to Canada. Our Dominion wants no "hyphenated Canadians." Let our ideal rather be "a united people in a united Canada for a united Empire."

The Collegiate Hermes, as an educational publication, finds inspiration in the words of that true patriot and statesman, Thomas D'Arcy McGee, "Let us rise to the level of our destinies." It is toward this end that we seek the co-operation of all those interested in the work of education. Toward this end we shall strive to act our humble part.

Collegiate Spirit

PERHAPS THE best asset of an educational institution is the loyalty of its graduates and students. Such loyalty, or collegiate spirit, may be slow in the process of development, yet for this reason it should be the more lasting. The devotion of the graduate to his Alma Mater depends largely on a spirit of mutual sacrifice both during college days and in after life; only the mere 'grind' or 'plug' is content to get what he can from the institution he is attending and to give nothing in return. Though doubtless of chief importance, the work of the classroom is not the sole aim of a school course. Active participation in some form or other of student activity, according to one's inclination or fitness, is necessary not only for symmetrical training but also in the best interests of the Collegiate.

The chief criterion, however, of Collegiate spirit may perhaps be found in the personal conduct of the student, in his zealous effort to reflect no discredit on the good name of his institution.

How may this be accomplished? In so acting at all times as if the reputation of the Collegiate were in your sole keeping. Noise in the halls, the boisterous laugh, improper conduct whether inside or outside of the classroom—all reflect on the good name of the Collegiate Institute.

Perhaps, however, the most enthusiastic demonstrations of Collegiate Spirit are manifested in connection with our sports. All students should support their own team, but let it be remembered that true support does not consist in calling names or offering ungentlemanly remarks to the opposing team. Both the University and Collegiate are to be commended for the admirable spirit shown on field day.

We shall soon be in the midst of the winter sports, and Collegiate Spirit may again

manifest itself by loyally supporting our hockeyists. Victory may not always crown our shield; however, whether we lose or win, let it be said that the Collegiate Institute could accept defeat manfully as well as wear the laurels of victory with becoming modesty.

OUR congratulations are offered to the varsity boys on their signal victory over Alberta University in soccer by the score of 3 to 1. The game had an especial significance in that it marked the inauguration of inter-collegiate football. May Saskatchewan Varsity do the same in hockey! We hear there is a proposal on foot to form an inter-collegiate debating union comprising the three western universities. The scheme commends itself in many ways. All admit that the quality of the faculty of Saskatchewan Varsity bears very favorable comparison with that of any similar institution. From present prospects there will be no dearth of buildings or of first class equipment; every indication points to the fact that the Provincial University will soon take its place in the front rank of Canadian and American educational institutions. The reputation of a university, however, depends largely on the successful work of its students and graduates; debate and oratory may be considered to form one important criterion of student ability. We extend our best wishes to the varsity students in their proposed undertaking, and hope that their debaters may reflect credit on the institution they will have the honor to represent.

WELL begun, half done." These words have had unusual meaning to the business and editorial

boards of the Collegiate Hermes during the past month. Whether our beginning has been successful or not we leave to the judgment of the impartial reader who appreciates the many difficulties against which we have had to contend. Demands of organization work and uncertainty as to our financial standing have precluded the introduction of certain improvements which we hope to add in succeeding issues. We are not unconscious of the fact that imperfections do exist. No department of the journal expected to blossom into full perfection; to the future we look for growth and improvement. The insertion of cuts in following numbers indicates one line of looked for advancement. Letters and articles from graduates and friends of the Collegiate will be very acceptable and should prove a strong and helpful feature of our publication. We invite the active assistance of all our readers. To our subscribers and more especially to our advertisers we extend our warmest thanks for their support. The future success of Collegiate journalism rests largely with our readers; unaided efforts of the business and editorial boards must result only in failure. Considering, however, the remarkable growth of our City, Province and Collegiate in the past and the prospects for even more rapid growth in the future, there is every ground for confident hope. Many students who have but recently entered upon their Collegiate course, will, we trust, see a marked improvement in the Collegiate Hermes before they graduate four years hence. This matter, however, depends largely on student effort. The journal is a student publication and if it receives loyal student support success is assured.

Historical

A Comparative Survey of the British House of Lords

THE PASSAGE of the recent veto bill has brought to a close the greatest constitutional struggle in England since 1831. Any attempt to forecast the far-reaching results of this bill is beyond the scope of the present article; suffice it to say that the position of the Lords in the British Constitution has been largely defined; furthermore it is conceivable that an injudicious use of the suspensive veto might result in a political revolution which would sweep before it the last vestige of hereditary titles.

At the present time a brief history of the British House of Lords would undoubtedly have an especial significance to those interested in international politics. While the object of the writer is to deal chiefly with the historical aspects of the subject as pertaining to England, for purposes of elucidation frequent comparative references will also be made to the American and Canadian Senate.

It is interesting to observe that the House of Lords existed in England for several centuries before the House of Commons. The origin of the second chamber is to be sought in the Witan of the Anglo-Saxon, or in the Great Council of the Norman period the latter body differing from the former rather in name than in composition. Only peers or magnates of the crown sat in each of these early councils, and it was not until 1265 that the common people were granted representation. Thirty years later, in the reign of Edward I, the first full parliament, also spoken of as the model parliament since it served as the pattern

for subsequent assemblies, was summoned. Both lords and commons sat in the same house until 1341 when the former withdrew to a separate chamber of their own. Thus while 1265 marks the birth of the house of Commons in England, the year 1341 marks the parting of the ways, the division of parliament into a first and second chamber.

The composition of the house of lords is unique. In theory the peers, spiritual and temporal, are not intended to represent any particular interests or localities. By accident they often do represent the landed or financial interests. To the peculiar character of its composition, as well as to the great prestige of a small number of its members, the power of the lords is largely due. A few of the foremost politicians of the day are to be found in this house. Among these Lords Lansdowne, Curzon, Morley, Roseberry and Milner are quite prominent; as is to be expected, the debate on the budget in the house of lords is very ably conducted. Furthermore, the second chamber gains in influence from the extent to which it is composed of powerful landowners, now owning about one-third of all the land in Great Britain and Ireland. Presumably the reason for the large representation of the land element is the belief that ownership of land on a large scale should be accompanied with a corresponding degree of political power. Among the lords are also to be found a number of men created peers on account of distinction in their particular field of activity. Generals, as Kitchener and Wolseley, scientists, as the late Lord Kelvin, and bankers as Rothschilds are illustrious examples. In addition the established church of England is

represented by twenty-four bishops. Hence it is manifest that, on the whole, many powerful interests receive representation.

The first premier in England who was created a peer through his own talents only, and with no outside influence, was Disraeli, of a distinguished Jewish family. Later Disraeli became the stoutest champion of the hereditary principle. Campbell Bannerman received like distinction without the aid of any family influence. Our own lords, Strathcona and Mount-Stephen, are distinguished Canadian members of the British second chamber. Furthermore the strong conservatism of the English people is evinced by the fact that from forty to forty-five per cent. of many cabinets consists of peers.

Theoretically the composition of our Canadian Senate widely differs from that of the House of Lords. The fathers of confederation had an eye chiefly on the senate of the United States which was thought to secure a better representation of the smaller states than did the house of representatives. The legislature of each state, irrespective of population, elects two members to the federal senate; for this reason the American senate is usually considered a protector of the smaller states, whereas representation by population obtains in the house of representatives. The framers of the Biritsh North America Act recognized the division of the provinces into three distinct sections according to the respective interests of the inhabitants. French Civil Law, Roman Catholicism, and separate schools were distinctive of Quebec. Ontario was English and agricultural, while Nova Scotia and New Brunswick were widely separated from the rest of Canada and had interests peculiar to maritime provinces. Thus the original object was to provide equally for these three sections by allotting

twenty-four members to each. Furthermore, in Quebec more minute provision was made to guard local interests than in the case of the other provinces. Our Canadian senators, however, have acted chiefly on party lines and the original idea of protection of local interests has been largely forgotten. Also this arrangement was further disregarded through making provision for the representation of Prince Edward Island and the Western Provinces in the senate on their admission to the union. In the case of Manitoba and British Columbia no limitation was set as to representation in the upper house. Alberta and Saskatchewan were each to have four senators, this number not to exceed six in either province.

The growth of the house of lords has been phenomenal especially during the last century. In 1910 the total membership was six hundred and twenty-seven, over eighty-five per cent. of whom were temporal peers. Judged from the viewpoint of practical legislative functions exercised, this number is generally admitted to be too large. The American Senate, with a membership about one-seventh of that of the British upper house, exercises much fuller powers. In 1509, the peers numbered eighty-four, forty-eight being spiritual and thirty-six lay. The abolition of the monasteries, at the time of the reformation, resulted in the withdrawal of the mitred abbots who had previously sat with the bishops and thus left the temporal lords in the majority. Since the reign of George III the number of peers has at least been doubled. At the beginning of 1848 there were 421 peers. In 1868 the number was only 426; in 1888 there were 527 peers in the upper house and by 1910 the membership had grown to 627.

The great preponderance of lawyers in the American senate is worthy of men-

tion. In 1909 out of ninety United States senators, seventy were lawyers; for the same year in Canada only nineteen out of an upper house of eighty-nine were members of the legal profession. No doubt the reader can suggest reasons for the great disparity in the comparison.

The influence of the house of lords in the past has been largely owing to certain conventions of the constitution, the understanding being that each of the great departments of state is to be represented in both houses. For instance, if the chief secretary belongs to the house of commons, the undersecretary belongs to the house of Lords, and vice versa. It is also a convention in England that certain of the chief cabinet offices should be held by peers, Lord President of Council, Lord Privy Seal, Foreign Secretary (generally, but not in 1910). Furthermore, if a government becomes weakened and a vacancy occurs in the cabinet it may be more convenient to appoint a peer since a bye-election would be unnecessary. Such conventions are not recognized to any extent in Canada.

The practical excellence, however, of the house of lords is to be found in the fact that the majority of the members take no part in its proceedings since they are not born legislators. Only occasionally the "backwoodsmen" come up to block legislation. In the case of most bills thirty or forty members manage all the business, and of this number a few leaders do the chief work. These few are great ornaments in any chamber.

An American senator, on the other hand, does not feel nominated. He is elected by the state legislature and represents the people equally as much as does a member of the house of representatives. Large legal and executive powers, unknown to the English and Canadian second chamber, are exercised by the United States

Senate. The foreign policy of the country is controlled by the president and senate, no treaty becoming valid until approved of by two-thirds of the senate present at the particular sitting of the house. Government patronage, though nominally in the hands of the president, is largely controlled by the Senators, who must first ratify his nominations. By this political understanding, known as the "courtesy of the Senate," the two senators from any particular state possess a virtual control over appointments made in that state. Much may be said against this system. It doubtless gives excessive powers to individuals and may result in the exercise of grave political influences.

In theory the Canadian Senate is co-ordinate with the house of commons. Any bill may be introduced in the upper house except financial measures which must originate in the commons. Financial bills cannot be amended but may be rejected in the senate. By practice all divorce bills are first introduced in the upper house. According to Senator Geo. Ross, out of a total of 4742 bills introduced during the forty years following confederation, 872 were introduced in the senate, 1068 were amended, and only 97 bills were rejected by the senate. Corresponding data pertaining to the house of lords have not been available.

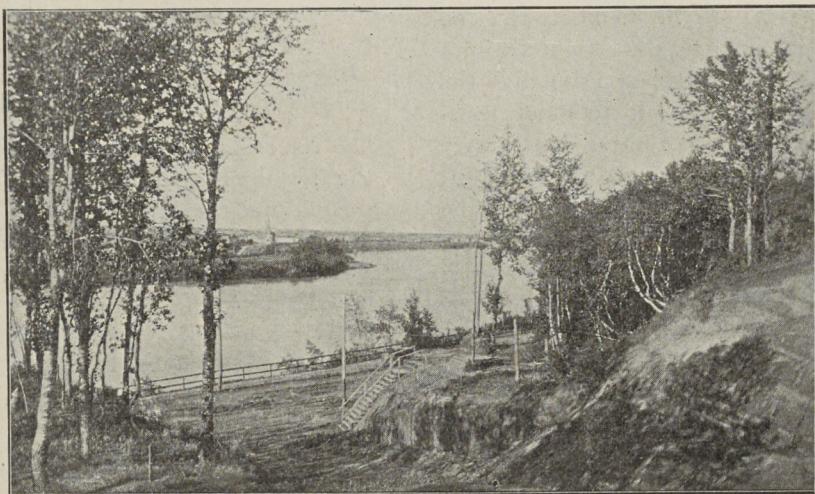
The reform of the house of lords is one of the live topics of the day. It has been suggested that the non-conformist churches should be represented if bishops represent the established churches; also that the heads of important institutions (e.g. Royal College of Physicians and Surgeons) and university members should have seats in the house of lords rather than in the commons.

A committee composed of lords to reform themselves, known as Lord Newton's Committee, submitted a very ingenious

scheme of reform which was adopted without division about a year ago.—thus showing a very reasonable attitude on the part of the second chamber. According to these resolutions, the peers were to elect a certain proportion of their number. The number suggested was two hundred. In addition to the above, a number of peers who held certain offices—cabinet positions, Viceroy of India, Governor-General of Canada or of Australia, Lord-Lieutenant of Ireland, High Commissioner of South Africa, etc.—should hold seats in the house of lords by virtue of these positions. Furthermore, the spiritual lords were to be reduced from twenty-six to ten, while the lords of appeal were to remain. Also it was recommended that the crown appoint forty life peers. This arrangement would reduce the number of peers to less than four hundred. Such a house would be entitled to more confidence than the present second chamber, yet there would be nothing to prevent a conflict with the commons as at present.

The question of reforming our Canadian senate has also been to front within recent years. According to the proposal of Senator Ross the departments of government should be represented in the Dominion senate; he further recommended that one-half the senators be elective for a period of eight years and that the other half be nominated.

The necessity for a second chamber is generally admitted. A non-elective body serves as a good brake on the wheel in that it secures a "sober second thought" to legislation passed by an enthusiastic but possibly inexperienced lower house. The question is not one of abolition but of reform. What the ultimate reform will be is difficult to forecast—probably the elective principle will be adopted. Fortunately, no country possesses a more enlightened public opinion than does England, and the sound common sense of John Bull will no doubt solve this perplexing problem to the best interests of the Mother Country and of the Empire.



Social

THE FIRST social event of the fall term was held on Hallowe'en in the spacious auditorium of the Collegiate. The object of this function was to become acquainted with and to welcome the new students. Profuse decorations were provided for the occasion, the walls being covered with huge black cats, bats and witches. At both ends of the hall orange colored panels formed a striking background for the motley display, while many clusters of electric lights, enclosed in jack-o-lanterns, cast a dim, weird glow upon the scene. Sophomores, in characteristic costumes, were scattered throughout the gathering and presented an appropriate Hallowe'en appearance. Witches, wizards, ghosts, and pumpkin girls flitted about with elfish step and struck awe into the hearts of the newly-initiated.

Through halls dimly lighted with candles the new students were ushered up two flights of stairs by ghosts with clanking chains hanging about them. On reaching the auditorium floor these new arrivals were conducted to the reception room there to await their turn for admission into the inner mysteries of initiation.

A hall to the side was fitted with an elaborate throne for the king and queen, while electric batteries were placed within convenient distance to transmit the shock necessary to inspire humility and due respect for the seniors. As the trembling victims were summoned they knelt before the king and queen, at the same time repeating an elaborate formula of words expressive of abject humiliation and obedience to the regulations of the Collegiate Institute. The act of shaking hands with their majesties completed the circuit

and a shock was transmitted which restored equilibrium to minds now free from exuberance and 'freshness' of spirit. Attending ghosts forthwith proceeded to paint the prostrate forms with the symbolic mark of the Collegiate and sent the victims on their way through a dark passage where other ghosts escorted them to the "sweetness and light" of the auditorium.

Games were now in order and the spirit of jollity everywhere in evidence bespoke a happy relaxation from the terrors inspired by the ordeal of initiation. Dancing continued from 9.30 to 11. Everyone was delighted with the excellent music provided by our talented orchestra. After the grand promenade a very dainty luncheon was served by the refreshment committee until 11.30, when the singing of the national anthem brought to a close a most enjoyable evening.—*L. M. Form III A.*

Quite a number of the out-of-town students went home for Thanksgiving, returning in time for the Hallowe'en entertainment.

On November 1, 1911, a meeting of the students was called to organize a Glee Club. Mr. John Warren was elected president, Miss Pearl Hanning, secretary-treasurer and Mr. Anderson, Conductor.

The Glee Club hold frequent practices and are making rapid progress under the able leadership of their conductor.

Watch for the date of the Collegiate Concert to be given in the Empire Theatre about December 15th. Book your seats early and avoid the disappointment of not getting one at all.

To the Friends of the Collegiate Institute:

The launching of our school journal, "The Collegiate Hermes," is an event of very considerable importance in the history of the Saskatoon Collegiate. The charge is frequently made against our educational institutions that they are not sufficiently practical—much can be said in support of that contention. The publishing of "The Collegiate Hermes" is an effort to emphasize one aspect of the practical side of our mission as an educational institution.

In order to attain its full measure of success the Journal requires the support and hearty co-operation not only of the students but also of the ex-students and of all friends and well-wishers. It makes its appeal to you on its merits. The members of the Editorial Board have set before them as their ideal a high standard of excellence and are prepared to do their utmost toward making this ideal possible of attainment.

The press of the future must draw its recruits from the ranks of the pupils in the secondary schools of the present. How important, then, is the proper training of those who must work out the solution of the complex and difficult problems of the future! A German Proverb says "What you would put into the life a nation, put into its Schools."

A. J. MATHER.

Mathematics and Science

An Erratic Boulder of Saskatoon

I paused beside a boulder round,
'Twas lying near the street;
I sat me close beside it there,
To rest my weary feet,

Collegiate work did haunt me so
My brain—I had no choice;
My head—it drooped against the rock
From which I heard a voice—

"The Erratic Boulders of Saskatoon,"
Is that the theme you dread?
Listen to my tale of woe,
And this is what it said:

My birth place was in the mountain slope of the lofty Laurentian Highland. Long had I been lying contentedly amongst my companions, when one day I was alarmed by feeling a cold stream run down my back. One of my comrades whispered to me and said: "Do not be afraid, no harm shall befall you!" and although I did not outwardly show my fear yet I quaked to think of what the future might have in store for me. Things went on in this way for a few centuries and then a season of cold approached and the little stream began to freeze. You cannot imagine my feelings when one morning I found that the stream had ceased to flow and had formed a barren waste between my comrades and myself. I passed a very lonely winter and welcomed signs of spring feeling that anything would be better than this suspense. However, new terrors awaited me for when the warm weather came I found that the ice had removed me from my home, leaving me resting on the side of a great rock.

Many, many years passed and then my worst fears were realized when I was picked up by something which slid down the side of the mountain carrying me in its mighty grasp. I hardly know what happened except that I was being carried by a great mass of ice called a glacier over hard rocks and through deep ravines.

As years passed by I came in contact with a number of others more or less like myself and together we formed what is known as a moraine. I soon found that this constant rolling was beginning to take effect on me and that I was becoming round and smooth. Some time after this I felt myself being carried to the bottom of this sheet of ice. In process of time the ice formed a river and I was once more carried by water. Centuries came and went and finally I found myself lodged not far from others of my kindred. The waters still flowed over me but in time they disappeared leaving me buried with my comrades amid vast deposits of sand and clay.

You wonder what became of me then. Well, I remained in my new home for how long I don't know but it must have been thousands of years. I had given up all hope of being rescued when one day I heard a faint tapping above my head. From day to day it became gradually closer and more distinct, until at last I was unceremoniously removed from my hiding-place. A wagon specially made for the purpose soon carried me and two of my comrades to this yard where you now see me, and I found myself placed beside hundreds of others of my relatives. Through keeping my eyes and ears open I have some idea of what fate probably awaits me. Man

has found me at last and of all the strange creatures which I have met he surely is the strangest.

Not far from where I lie a sturdy Galician yesterday with his heavy sledge smashed several of my companions into fragments, and blasting powder brought a like fate to others. Even now one may hear the awful clatter and grind of a crusher which is breaking these fragments into still smaller pieces.

I overheard the foreman say that I was a splendid bit of granite and that part of me will be laid aside to join the collection at the Collegiate Institute. So one part of me will be labelled and will find a place of honor in a case of geological specimens in a seat of learning,. But I have my fears that the rest of me will be buried—don't tell anyone—in the concrete of a sewer pipe.

Is not my life history a remarkable one. For thousands of years I lay peacefully in my mother's embrace as part of the great Laurentian Plateau half a thousand miles to the north east. Then the mighty hand of nature tore me away and forced me slowly but relentlessly and with many vicissitudes, on my long and painful journey. For thousands of years again have I had rest in the clay near the shore of the mighty Saskatchewan whose waters I am told flow past the place of my birth. Now to serve his purposes the restless hand of man has been placed on me. Many of my brothers are being placed just as they are in the walls of buildings. Others, large in size, are being used to strengthen artificial embankments by the river's side. But my fate is to be one of woe! How shall I escape disintegration in that terrible crusher, and the ignominy of untold years of imprisonment in the concrete of a sewer pipe—*E. W., Form II A.*

The Moundbuilders

No written record states when or how

this mysterious people came to our continent. One kind of record they did leave and that is the mounds of earth and stone found in many localities. Apparently their settlements extended along the Mississippi and its tributary, the Ohio, along the shores of the Great Lakes, especially Lake Superior, along the Rainy, Red, and Assiniboine Rivers.

On the east bank of the Red River is a mound, which, on being examined, was found to contain three skeletons of this prehistoric race. The first skeleton discovered was protected by stones placed around it. The skull was of the short and broad type. This skeleton had been placed in an erect sitting posture with the bones of the legs drawn up almost to the same level as the face. The other two specimens had been destroyed by the stones crushing them. In a mound on the banks of the Rainy River was found a skull also of this broad type.

In Ohio some of the mounds are not of earth alone, but contain chambers lined with stone. The earthen works there show more or less engineering skill. The builders made them in the shape of the circle, the octagon, the ellipse and sometimes all were combined in the one design; whatever the design, however, the measurements were always true. Also many implements and ornaments made of bronze were found in these mounds. Axes, chisels, knives, bracelets, beads, pieces of thread and cloth, also beautifully ornamented vases of pottery were the most common of these relics. Furthermore, modelling in clay was known to this primeval people. As their copper mines have been discovered we know how they obtained the chief metal for making their implements. In a mine on the shore of Lake Superior was a block of copper weighing six tons which had been elevated ten feet with the aid of wooden supports. While we have no definite knowledge of the period when this people

inhabited the Continent, some idea of their antiquity may be formed from the fact that trees eight hundred years old had grown over a number of their mounds.

That the Moundbuilders were not of the same race as the Indians is quite evident. The Indians are very averse to work; they are lacking not only in the constructive faculty but also in any inclination toward labor. Again, the Mound-builders selected a fertile region in which to build; hence it is natural to suppose that they were farmers. In fact, grains of charred corn were detected in some of their mounds. This prehistoric people also excelled in the making of pottery whereas the Indian always was totally ignorant of this useful art. Furthermore, the Mound-builders used metal tools so they must have been workers in metal. To sink a mine and take out the copper is certainly beyond the ability of the present day Indian. Finally the Indian himself claims to be of a race quite distinct from that of the Mound-builders.

The next question is, "If the Mound-builders were not ancestors of the Indians, who were?" To answer this we must leave North America and look abroad.

The race that seems most closely related to the Indian is the Chinese. Both belong to the long and narrow type with respect to the shape of their skulls. High cheekbones are distinctive of the features of both. The straight hair, as we all know, is common to the Chinaman and Indian. The language of both nations has many similarities. The dialect of an Indian tribe in British Columbia was found to contain certain words recognized to be Japanese. Furthermore, there is the proximity of Asia to Alaska, while ocean currents are likewise an aid to emigrants.

Before attempting to decide who the Mound-builders were let us see what they were doing in other continents. In Great Britain they are said to have belonged to

the bronze age. They had mounds called cairns in which they buried their dead. Some of these carins were made of earth inlaid with small stones; others had chambers of stone which indicated that much labor had been applied in their construction. Bronze articles for general use, such as axes, swords, spears, chisels, and knives, were found in one of the Northern Counties of Scotland. The year 1865 saw the unearthing of seven bronze vessels, which were like the tin hand basins used to-day. It is thought that they had been beaten into this shape. Five were plain while the other two were very artistically perforated. In another mound in Scotland, personal ornaments were also discovered, particularly bronze pins and buttons, necklaces, and bronze armlets. These trinkets were found in a chamber used for the burial urns. The mounds of this period, however, were not so carefully constructed as those of the stone age; instead of the chamber lined with a stone wall, a few slabs of stone were placed around the body, which was burnt. Surrounding the cairns were other stones, some with basins carved out of them. Similar basins were found around mounds in the rest of Europe, Africa, Asia, and, as we have stated, of America.

The skeletons of the Bronze Age had broad skulls very similar to those found in America. Unfortunately, the majority of the interments were burned so that any comparisons can scarcely be reliable.

Let us examine in what respects the Mound-builders of the Old and New World were similar. When they built with stone only they made chambers inside and usually cremated the body; or they built the outside with earth while the interior consisted of stone-lined vaults for the dead; or, again, they may have had most of the mound and the uncremated body surrounded by slabs of stone. These types of mounds were built on both sides of the Atlantic. The implements and ornaments in America

correspond to the implements and ornaments of the Bronze Age in Britain. The men of the Bronze Age were, however, more advanced than the Moundbuilders in the occupation of farming since the former had domestic animals. Also the anvils, used for fashioning their implements, were similar in Europe to those found in Great Britain, while the carved-out basins surrounding the mounds indicate that this race inhabited parts of Asia, Europe and America. The fact that the European and American races had the same shape of skull shows, independently of other proofs, a close relationship; in fact all indications tend to prove that the Bronze Age men and the American Moundbuilders were of the same race.

The primeval home of the Moundbuilders may have been in the Caucasus District. Probably one branch migrated through Europe until the Atlantic stopped its movement; another may have gone south into Africa; while the third branch is thought to have passed through Asia and finally to have reached the American Continent. Authorities adopting this theory believe that the Mongolian race drove out or killed the Asiatic Moundbuilders, then crossed over to America and dealt out the same fate to the Moundbuilders of our Continent. This theory also explains the origin of the North American Indian.—*H. G. C., Form III B.*

Hard Nuts to Crack

A grocer's balance scales became false. An article weighed 18 pounds at one end and 8 pounds at the other. What was its true weight?

How many spheres 1 inch in diameter will equal one 2 inches in diameter?

Suppose one-fourth of twenty was three, what would one-third of ten be?

Three horses weigh 3328 pounds. Can you guess the weight of the largest one?

A column of troops twenty-five miles long are on the march; a courier at the rear of the line is ordered to deliver a dispatch at the head of the column and return to the rear. He does so, and notices he joins the rear at a point exactly where the head of the column was when he started. How far did the courier travel?

Three men on the bank of a river argue as to who first knew of the discharge of a rifle on the opposite bank. Number 1 heard the report; Number 2 saw the smoke of the discharge, and Number 3 saw the bullet strike in the river at his feet.

Two men find in a cellar an eight-gallon cask full of wine, also an empty five-gallon and an empty three-gallon cask. They wish to measure out lots of four-gallons each. How can it be accomplished?



Athletics

Field Day

October 20th was a gala day in the history of Collegiate athletics. Once more the defenders of the light and dark blue did honour to their institution by winning sixteen points over the combined score of Varsity and Emmanuel College. Most events were keenly contested, all the records of 1910 being broken, while Spencer, a Varsity student, gained the distinction of breaking the provincial record for the standing broad jump with a mark of ten feet one inch. Our athletes had the advantage in training since the Collegiate opened three weeks earlier than the University; however, the Varsity men had an advantage in age and weight.

The success of the Collegiate team was due in no small measure to the support accorded by their fellow-students, who turned out in large numbers notwithstanding unfavorable weather conditions. Varsity supporters were also in evidence and gave those present an object lesson in the manly way they accepted defeat.

The prize for the winning team was a beautiful cup donated by Mr. J. F. Cain. In 1909 Varsity won this trophy but have been unable to defend it against the Institute during the past two years.

In computing the score, first place in any event counts three points, second place two points, and third place one point. The scoring is on the same basis for the individual as for the team.

Individual honors were carried off by Alex. Harris, a Collegiate student, who won 18 points.

The events were as follows:—Relay Race over a course of 480 yards. Four men represented each team. Janzen, Finlayson, Andreen and Harris of the Col-

legiate were easy winners. Time 57 seconds.

Shot Put:—Harris took first place but was the only one of the Collegiate team to get in on points.

In the Hammer Throw, Harris and Adamson captured first and second places. Warren showed skill but was outclassed through lack of weight.

In the standing broad jump, Bell, Waterman and Harris entered for the Collegiate, but had to be contented with second place against Spencer, of Varsity, who broke the Provincial record. Harris cleared 9 feet 7 inches.

Mile Race:—Leach, Struthers and Andreen finished in the order mentioned. Time 5-23.

One Hundred Yard Dash—Harris and Janzen of the Collegiate captured first and second places while Finlayson was a close contender. Time 10 3-4 seconds.

High Jump; Bell, Waterman, and Harris entered for the Collegiate. Harris took first place with a jump of 4 feet 10 inches. Soon after the decision was announced, however, two Varsity men cleared the tape at the same height.

Pole Vault:—Spencer, of Varsity, came first at 8 feet 4 inches. Bell, of the Collegiate, surprised everyone by adding six inches to his previous record, but he dropped out about the 8 foot mark.

Quarter Mile—Reynolds of Emmanuel College took first place, with Andreen and Finlayson second and third. Time 62 seconds.

Discus:—Harris captured first place.

Half Mile—Janzen and Andreen, of the Collegiate came first and second. Time 2.32.

Hurdles:—Wright of Emmanuel College took first place with a small lead. Finlay-

son and Leach finished in second and third places. Time 17 3-5 seconds.

Running Broad Jump:—Finlayson and Harris of the Collegiate captured first and third places. Distance 17 feet.

The three mile race and hop-step-and-jump were omitted from the schedule on account of darkness setting in. This was a disappointment, since Blackburn, an excellent long distance runner, had reserved all his strength for the three mile event.

We are now out for the ownership of the cup. If our athletes show the same form in 1912 as during the past two years prospects should be bright indeed.

Basket Ball

Basket Ball as yet has made very little headway in Saskatoon. Next year when the Y. M. C. A. is completed this game should take its place as one of the popular sports of the city. Varsity and the Collegiate played one game in the Collegiate gymnasium last year, the score being 21 to 1 in favor of the latter team.

It is the wish of the Collegiate to organize a basket ball league. Should Varsity fall into line this would be possible. However, we would suggest that another room be fitted up for basket ball in the city and a four team schedule played off. Supporters of the game should give this matter their consideration.

At this time of the year baseball is out of season; however, a word concerning Collegiate prospects for success on the diamond next spring may not be too premature. Judging from games played among the students during September it was evident that we had some good material and should turn out a first class team when the 1912 season opens.

The Football Club

The Intercollegiate Football League was

not organized this year on account of the early freeze-up. In a practice game against the University the Collegiate won by a score of 5 goals to 1.

The line up was as follows:—

Forwards: Struthers, Janzen, Griffith, Warren, Stephenson.

Half Backs: Anderson, Leach, Harris,
Backs: Adamson, Finlayson.

Goal: Plante.

Hockey Club

The prospects of the Collegiate Hockey Club for the season 1911-12 are not so bright as they were last year owing to the loss of several good players who have joined other city teams. Under this handicap the Collegiate cannot hope to win the championship of their league, as they did last year; however, our hockeyists are determined not to finish in the cellar position.

A new method of financing has been adopted for 1911-12. Each member who wishes to practice two hours weekly pays two dollars.

The league in which the Collegiate is entered consists of eight teams. A double-header will be played every Tuesday night thus making two games monthly for each team.

If given loyal student support our boys should come up to expectations.

Congratulations to Toronto Varsity for again landing the Dominion Rugby Championship, to McGill for winning the Inter-Collegiate meet by a handsome margin over the combined score of all her competitors, to Saskatchewan Varsity for their signal victory over Alberta University in soccer;—but (the presumption to mention ourselves in such company!) what about the Collegiate Institute?

We did something on October 20th, too.



ALEX. HARRIS.

Alex Harris, the subject of this sketch, was born in Carlvile, Illinois, on July 9th, 1891. (This is all Alex would tell about himself). When his parents came to Canada in 1903 they naturally brought Alex along,

and we are glad they did, otherwise the Collegiate would not have won the Field Day events in 1910 and 1911 by such a handsome margin. On both occasions Alex was individual champion, winning two gold medals with a score of 18 points at each meet. Alex has also achieved distinction in other spheres of sport. Anyone who has seen him in action on the diamond knows he can travel with fast company. As a rugbyist he is one of the best men in the western game; last fall saw him playing with the Saskatoon city team in the Provincial Rugby Union.

In the social life of the Collegiate Alex is among the shining lights. You will always find him present when there's "something doing," and while he isn't leading the Glee Club or giving dancing lessons, rumor has it that he can dance anything up to the nine-step.

Alex is a conscientious student as well as a first class athlete. He is popular wherever he is known, and, needless to say, both staff and students join in wishing him every success during his course at the S. C. I., and after graduation.



The Alumni

"Forsan et haec olim meminisse juvabit."—*Virgil I 203.*

That there is no affinity between our esteemed friend, Mr. R——— and dogs, was effectually proved this summer. During his campaign to further the cause of agriculture by distributing a treatise on

the subject, an irate tiller of the soil set his little dog on our eloquent friend and he made a hasty departure, leaving souvenirs in the way of trouser fragments. Nothing daunted, he pursued his course to the next agriculturist's, where the canine element was less in evidence. That

worthy was engaged in digging potatoes, and at a distance where the said vegetable could not hit him Mr. R—— waxed eloquent over his wares. His listener also waxed eloquent and amid a venomous stream of language our hero took the farmer's picture, and again a hasty retreat. Congratulations, Henry; perseverance wins the day and we are very anxious to know if your perseverance has yet won for you the solution of the area of your triangular field whose dimensions were forty, by sixty, by a hundred rods respectively.

Our former friend, Mr. Ch——, is philosophizing and moralizing in other atmospheres than ours, and although he was usually dreaming peacefully and snoring audibly during school hours yet we miss him sadly.

Miss Emma Ratz is teaching near Watson and she complains that cold weather and troublesome children make the life of a teacher unbearable.

Mr. Consay and Mr. Cameron, former Collegiate boys, were winners of University

scholarships last spring. Congratulations, boys, and may you do it again.

Miss Josephine Clinkskill and Miss Kathleen Smith are attending St. Margaret's College, Toronto. By all reports they are enjoying life immensely.

Mr. Allan McM—— thoughts are centred in the capital of Ohio at present.

Miss Edna Agar and Miss Hazel Bullis intend to take a normal course in Saskatoon, beginning in January.

Letters from Alumni are invited. We ask the assistance of all graduates in running a good, live Alumni department.

The Cry of the Collegiate

Oh our darling, oh our darling,
Oh our darling, Johannie W—,
Don't you hurt him, don't you hurt him,
Don't you hurt our Jonhnie dear.

Initiation, initiation,
Initiation, Johnnie W—.

Don't you let those bad boys hurt you,
Do be careful, Johnnie dear.

When real estate takes a slump Mr. W. H—— may start back to school.

Scholarships and Exhibitions

MEDALISTS, PRIZE WINNERS, OCTOBER EXAMS.

Scholarships and Exhibitions won by Students of the Saskatoon Collegiate Institute.

1911

Chancellor Wetmore's Scholarship (\$150) on the Junior Matriculation Examination—John Weir.

University Scholarship for Senior Matriculation (free tuition for three years)—Lila A. McDiarmid.

Exhibition (\$100) for Senior Matriculation—Agnes McDiarmid.

University Scholarship for Junior Matriculation (free tuition for four years)—Boville Clark.

Medalists July 1911

The Cairn's Gold Medal for the highest standing on the July Exhibition, open to all candidates of Saskatoon Collegiate Institute—John Weir.

The Sutherland Silver Medal for highest standing in the Senior Form—Lila McDiarmid.

The Clinkskill Silver Medal for highest standing in the Middle Form—John Weir.

The McNab Silver Medal for highest standing in the Junior Form—Edna Bishop.

The Bell Gold Medal for highest standing in all the English papers.—John Weir.

per cent., Emma Parr 71.6 per cent., Myrtle Kennedy 71.3 per cent., Edith Fallon 70.8 per cent., Maude Murray 70.6 per cent., Ethel Preston 68.3 per cent., Grace LaDuke 67 per cent.—(28 wrote)

Prize Winners 1911

The Willoughby prize in elocution—Ethel Preston.

The Willoughby prize in Oratory.—Howard Sommerfeld.

Examinations

The following obtained over 67 per cent. on the total at the examinations conducted at the end of October.

I A.

Wyndam Griffith 76 per cent., William Murray 74 per cent., Glenn Headley 72 per cent., Eric Smith 70 per cent., Marshall Andrews 70 per cent.—(35 wrote.)

IIA.

Lillian Bunn 72.3 per cent., Marie McFarlane 69.9 per cent., Urdine LeValley 69.4 per cent.—(26 wrote.)

IIIA.

Edna Bishop 81.1 per cent., Norma Gould 80.8 per cent., Hilda Martin 72.8

IIIB.

Pearle Hunter 74 per cent., Roy Shuttleworth 72 per cent., Marjorie Wilson 70 per cent., Mary Bigelow 68 per cent., Stanley Murray 67 per cent.—(21 wrote.)

IB.

Myldred Maxam 79.3 per cent., Irene Carty 77 per cent., Mabel Pollock 75.1 per cent., Ethel Walker 72.1 per cent., Ella Abrams 68.6 per cent., Cymbeline Lewis 68.4 per cent.—(18 wrote.)

IIIIB.

No one. (18 wrote.)

IV

Pearl Hanning 69.2 per cent., Elorion Plante 69.1 per cent.—(8 wrote.)

Commercial—Part I.

Russell Poucher 72.1 per cent., Margaret McIntosh 72 per cent., Hazel Geldart 69 per cent.—(10 wrote.)

Commercial—Part II.

Pearle Hunter 70.3 per cent.—(2 wrote.)



The Classroom

Foul plot discovered in Fourth Form.
Miss. B.—“Next day we will take the life
of Shakespeare.”

A Warning to the Upper School

O never use a pony,
Whatever else you do,
For ponies carry tales you know,
And they might tell on you.

Bacon sayeth: “Reading maketh a full man.” I wonder what that man had been reading whom I saw the other night trying to go home in the dark.

Miss B—(after placing elaborate classification of S's plays on board.)

“You really ought to read these plays for yourself and learn the reason for their classification.”

Buzzy—“Oh, we'll take your word for it, Miss B—”

Miss B—(earnestly) “Oh, don't believe me.”

She—“Oh, professor! I saw such a funny old fossil in the museum down east this summer. I thought of you at once!”

Wanted—A Vacuum Cleaner

One of the boys in II B was heard to remark that he wanted to clean the cobwebs from his brain.

A Study in Psychology

Miss B—“What made the people so happy and contented in the time of Elizabeth?”

Buzzy (absently)—“Well you see there were little imps running around then—”

Mr. A—“D-f-r, what does Shakespeare

refer to by the ‘discharge of their distillery?’
D-f-er's mouth was seen to water.

Mr. S. in physics class—“Alcohol flows more freely than water.”

Prof. to student who has hesitated in replying—“What don't you know ”

Student—“I don't know.”

Song of the Chem. Lab.

“Little drops of acid,
Little grains of zinc,
Placed inside a testtube,
Make an awful—odour!”—*Exchange*.

A has 50 bus., B has 30 bus., and C has 10 bushels of wheat. All three took their grain to the market, selling it for the same price, and each one received the same amount of money for his wheat. Why?

A gave Forty five dollars for a horse, and sold it for fifty-four dollars. What per cent. profit did he make?

If three cats can catch three rats in three minutes, how many cats can catch one hundred rats in one hundred minutes?

A certain number of 6 digits is such that if the first figure, which is 1, be removed and placed at the end, the second number is three times the first. Find the number.

Answer to a geography question:—“The startified rocks are generally in lawyers, sometimes it is called sedentary, and turns into chrystalline, sometimes the lawyers get so compact that you can't make them out.”

Arrange the numbers from 1 to 25 in a square, so that they will add up in any direction to 65. No number to be used more than once.

If a hen and a half lay an egg and a half in a day and a half, how many eggs can a hen lay in a week

Answers will appear in next issue.

Miscellaneous

A Celestial Shot

TWO LITTLE boys went hunting the other day, devout little boys who learn S. S. lessons cheerfully. And they hunted all day, and bagged nothing. Finally, as the twilight was gathering around them, to their inexpressible joy, a bird fell to one of their guns. Tom discovered the game which proved to be an owl. The boys had never seen such a bird before, and as he observed its large round head, grave uncanny face, and expanse of wings, he thought of those peculiar celestial beings all head and wings, and was filled with superstitious awe. With uprising hair and pallid face he rushed back to his waiting friend and groped out the startling intelligence, "Joe, we've shot a cherubim!"—(Exchange.)

A Difference in Punctuation

At a recent banquet to the National Dental Association, given, I think, in Cincinnati, the toast master, when introducing a clever young dentist from Toronto, said he came from Canada, "that land just beyond the pale of God's country," and told the story of the little girl, who, when saying her prayers one night, just before moving to Canada to live, said, "Good-bye, God, I am going to Canada."

The Toronto man, on taking the floor, said he thought everyone present would

appreciate the story much more if the punctuation was changed. He himself had not been present when the little girl was saying her prayers, but he was quite certain she had said: "Good! By God! I'm going to Canada!"—(Exchange.)

The Rink Hog

(A new species of fauna occasionally found in skating rinks.)

I am a rink hog—hooray!
And I cleave my impetuous way
Through the crowd on the rink,
Who stagger and shrink,
And make for the rail in dismay.
But if in their flurry they fall—
The weakest must go to the wall—
Of course they'll get hurt,
If they're not more expert—
That isn't my business at all.

I am a rink hog—hoorah!
And don't I enjoy myself, too!
I'm a swan on my skates,
And my dash culminates
In a grape vine, an 8, or a Q.
I can twist and revolve like a top,
With a lateral scrape I can stop;
And when others collide,
Through the litter I glide,
And leave 'em all over the shop.

I am a rink hog—what oh!
There's a panic wherever I go.

I dart round the floor,
To the tune of the roar,
And for manners I don't care a blow,
Let the cavaliers frown as they may,
Of the rules of the rink I make hay,
And couples in front
Had best do a stunt,
For I am a rink hog—hooray!

—J. Pope.

The Long and Short of It

"Two beautiful specimens of human innocence and happiness in the harmonius and happy springtime of that marvelous period of life known as the juvenescence, were on a certain occasion directed to ascend a locality of no little altitude, and there obtain in a receptacle provided for the purpose a certain quality of that universal aqueous fluid, without which, neither vegetable nor animal life can exist. It seems that the specimens of humanity heretofore mentioned were of opposite sexes. The individual representing the more vigorous and usually pugnacious sex, having fulfilled his mission in obtaining the aqueous fluid, meeting an obstacle on his descent, suddenly met the fate which that giant of our terrestrial ball metes out to his unsuspecting victims. In other words, the youth was seized by this giant, gravitation, succumbed to him, with the result of a fractured cranium. His female companion did not long remain uncaptured by the giant to whom we have referred.

Whether she met the fate of her male companion, the records of no period of ancient or modern seem to reveal, but legendary accounts enable us to state with some degree of positiveness that this charming specimen of femininity was projected downwards in a heterogenous fashion. Or in other words this is the old story of Jack and Jill went up a hill to get a pail of water, Jack fell down, and broke his crown, and Jill came tumbling after."—*Exchange*.

Ram it in, cram it in,
Children's heads are hollow;
Sham it in, jam it in,
Still there's more to follow,
Hygiene and history,
Astronomic mystery,
Algebra, histology,
Latin, etymology,
Botany, geometry,
Greek and trigonometry,
Ram it in, cram it in,
Children's heads are hollow.

Rap it in, tap it in,
What are teachers made for?
Bang it in slam it in,
What are children made for?
Ancient archaeology,
Aryan philology,
Prosody, zoology,
Physics, clinitology,
Calculus and mathematics.
Rhetoric and hydrostatics,
Hoax it in, coax it in,
Children's heads are hollow.—*Exchange*.

Rediscovered Fossils

Telling the Age

Casey—"How do you tell the age of a turkey?"

Pat—"By the teeth."

Casey—"A turkey hasn't got teeth."

Pat—"No, but I have!"

"Speak to me!" she said and looked into his dark brown eyes. "Speak to me!" she repeated, and stroked his soft, curly hair. This he could not resist, so he said, "Bow-Wow"

"Anything for a change," sighed the girl, as she applied the peroxide.

Rap

She—"Won't you sit out this dance with me?"

He—"But I thought you were fond of dancing."

She—"I am."

"At last I am out of the lime light," sighed Noah, as he stepped from the arc.

V. Zakre—"Why is the crow the most sensible of birds?"

S. Marty—"Because it never complains without caws."

I. A Student (looking at the results of the October exams posted in the hall)—"Gee! that fellow Maximum must be a clever chap; he's right at the top, with one hundred and twenty-five marks more than the second fellow."

Teacher—"Parse Kiss."

Bright Pupil—"Kiss is a noun, common and yet quite proper, rather singular,

never in the objective case and agreeing with both subjects."

Hard Earned Wages

An artist who was employed to retouch a large painting in an old church in Belgium, rendered a bill for \$67.30

The church trustees, however, required an itemized bill and the following was duly presented, audited and paid:

Correcting the Ten Commandments	\$5.12
Renewing Heaven, adjusting Stars7.14
Touching up Purgatory and restoring lost souls3.06
Brightening up the flames of Hell, putting a new tail on the Devil and doing several odd jobs for the damned	7.17
Putting new stone in David's Sling, enlarging the head of Goliath6.13
Mending the shirt of the Prodigal Son, and cleaning his ear3.39
Embellishing Pontias Pilate, and putting new ribbon in his bonnet3.02
Putting new tail on rooster of St. Peter and mending his comb2.20
Re-plumming and re-gilding left wing of Guardian Angel5.18
Washing servant of the High Priest and putting carmine on his cheek	..5.02
Taking the spots off the son of Tobias	10.30
Putting earrings in Sarah's ears5.26
Decorating Noah's Ark, and putting Head on Shem4.31

	\$67.30

A Latin Romance

Boybuss Kissibus
Sweetum gírlorūm,
Gírlibus líkibus
Wantum sumorūm
Pater puellibus

Enter parlorum,
Kicum pueribus
Exibus dorum.
Nightabus darkabus
Homus limpitorum,
Climbibus fencibus
Breechibus torum.

Principal parts of Latin verbs; Dogo, dogere, growli, bitum; smoko, smokere, sicki,—?

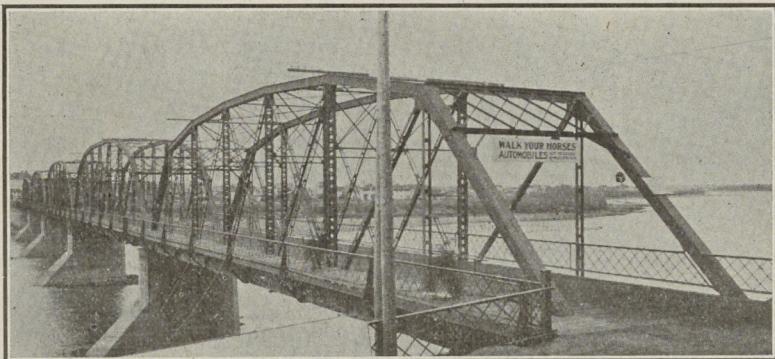
Reflections of a Graduate:

"That's where I learned to conjugate,
Amo, amas, amat,
And the glances of the lasses,
Made my heart go pit-a-pat."

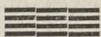
1st Cockney—"What aba't it"
2nd Cockney—"What aba't what"
1st Cockney—"What aba't what you
said aba't me"
2nd Cockney—"Well, what aba't it"

An Organ Recital

Eight or nine women, assembled at luncheon, were discussing ailments and operations as eight or nine, or one or two, or sixty or seventy will. The talk ran through angina pectoris, torpid liver, tuberculosis and kindred happy topics. "I thought," commented the guest of honor, "that I had been invited to a luncheon, and not to an *organ* recital."



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